DOCUMENT RESUME

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ABSTRACT

The individualized learning package for secondary consumer education deals with consumer buying as influenced by advertising. The teacher's section of the package contains a statement of purpose and instructional objectives. Equipment and materials (specific textbooks, audiovisual aids, and sources for sample post-test advertisements) needed for the unit are listed. The suggested method of evaluation requires the use of a pretest, self-tests, and a post-test. Answer keys and copies of these tests are included. The student section contains learning objectives, the pre-test, and three lessons to be completed independently. The lessons cover the functions of advertising for sellers and consumers, kinds of advertising, and wise use of advertising. Behavioral objectives, instructions (which list materials needed, specify the number of activities to be done, and indicate the level of competency required on the self-test before proceeding), learning activities, and a self-test are presented for each lesson. The activities involve reading (textbook or material in the package), viewing films, and finding and analyzing various advertisements. A list of activities for further study completes the student section. (MS)

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CONSUMER EDUCATION--INDIVIDUALIZED LEARNING PACKAGE

Title: Advertising Appeal

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CE008185

HOME ECONOMICS LEARNING PACKAGE

IDENTIFICATION PAGE

Title: Advertising Appeal

Subject: Consumer Buying As Influenced By Advertising

Performance Level: Secondary

Purpose: The consumer is constantly bombarded by all types of advertising from all types of media sources. The wise consumer is able to discriminate between advertising that is helpful to him in making choices of goods and services and advertising that appeals primarily to his emotions--the desire to be beautiful, healthy, famous and so forth. This unit is designed to acquaint the buyer with the functions of advertising and the types of advertising, so that he may make more intelligent decisions in the market place. The lessons are specific to the appeal advertising has on consumer choices, but the material presented could be used as a part of a larger unit on Influences Affecting Consumer Purchasing.

Producer: Sandra K. Miller
10-S Graduate Circle
University Park, Pennsylvania 16802

Date: March, 1970

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TEACHER'S SECTION

I. Statement of Purpose

A. Major generalization to be learned:

The consumer's selection of goods and services is affected by advertising.

B. Component ideas:

1. The functions of advertising for sellers and for consumers

2. Kinds of advertising

3. Wise use of advertising

II. Instructional Objectives:

Besides the three objectives specific to each lesson, one inclusive objective is stated which will be a part of the over all objective of each lesson.

Inclusive Objective: List those terms from the lesson which are new terms to you and define them with 100% accuracy.

A. State three functions of advertising for sellers and three functions of advertising for buyers with an evaluative statement assessing the strength and/or limitation of each function.

B. Given a selected sample of advertisements from magazines and newspapers, the student will identify the type of advertising represented and distinguish with 100% accuracy the advertising that is useful to the consumer in making wise choices from the advertising that appeals to his emotions.

C. From a list of facts about advertising, the student will select those that are helpful to the consumer in making wise use of advertising and state three reasons for his selections.

INSTRUCTIONS TO THE TEACHER

I. Instructional Approach:

In the several lessons the student will select one or more learning activities that present information relative to the generalization to be learned.

II. Identification of the Learners:

This HELP is developed for average ninth grade students.

This unit is designed to help students develop an awareness of the conscious and unconscious affects advertising has on his buying practices. It may be used generally to help students understand advertising appeal and its impact, or it may be used in relation to specific areas of consumer buying such as clothing, food, small appliances, home furnishings, and so forth.

III. Special Instructions:

A. Equipment needed: Tape recorder
16 mm projector
film strip projector

B. Materials needed: Textbooks: (The textbooks listed below were used as references by the author in developing the reading selections. These sources are listed here in case you or your students wish to refer to them for further clarification of a particular idea or concept of advertising.)

Consumer Economic Problems, Wilson and Eyster. New York: South-Western Publishing Co., 1966.

Consumer Economics, Wilhelms and Heimerl. New York: McGraw-Hill Book Company, Inc., 1959.

C. Media needed: Films: Distributing America's Goods, 11 min., The Pennsylvania State University Audio-Visual Services, University Park, Pennsylvania 16802

Getting The Facts, 11 min., The Pennsylvania State University Audio-Visual Services, University Park, Pennsylvania 16802.

"The Role of Consumers, Part II-A--Consumers And The Pattern of Production", The Joint Council On Economic Education, 2 West 46th Street, New York, N.Y.

Assorted advertisements from magazines and newspapers

IV. Instructions for Evaluation:

A. Special Requirements:

You will not need to develop any test items, but you will need to obtain specific examples of advertisements. The descriptions of the specific advertisements and sources where they can be located are listed below. Please write the number lightly in pencil on top of the advertisement to correspond to the test item for which it has been selected, Part B--Post-Test.

1. "I charmed my snake-catching hubby by losing 79 pounds." Ladies Home Journal, July, 1969, p. 2.

or

"I'd probably never be married now if I hadn't lost 49 pounds." Look, June 10, 1969, p. 91.

2. "Does she.....or doesn't she?"
Family Circle, March, 1970, p. 1.
Ladies Home Journal, may, 1969, p. 1. or June, 1969, p. 19.
Look, November 18, 1969, p. 53.
Woman's Day, December, 1969, p. 7.

3. (A) "There is a cigarette for the two of you."
Life, November 7, 1969--back cover.
Look, November 18, 1969, p. 13.

(B) "Tell someone you like....."
Ladies Home Journal, July, 1969, p. 35.
Look, November 18, 1969, p. 72.

4. Insurance advertisements
Newsweek, February 16, 1970, p. 43. or March 2, 1970, p. 2.
Look, November 18, 1969, p. 14, or p. 45.
The New Yorker, February 7, 1970, Inside back cover.

B. Test Keys:

Pre-Test Key

Part A:

1.	C	6.	C,S
2.	S	7.	S
3.	S	8.	C
4.	S	9.	C,S
5.	C,S	10.	S

Part B:

1. To sell goods and services.
2. Gasoline, oil
   Travel
   Magazines, books, records
   Clothing
   Foods, soft drinks, coffee
   Alcoholic beverages
   Equipment for the home
   Insurance
   Automobiles
   Drugs, soaps, cosmetics
   Rubber goods, tires
   Tobacco
   Industrial chemicals
   Industrial machinery
   Paper, plastic goods
3. How to get peoples' attention.
4. It depends. Usually the cost of advertising is included in the cost of goods and services. If a product makes its major appeal as being "exclusive", its price will be generally high even though it may not be "any better" than a lower priced good or service of the same type. However, if a product is particularly successful and the demand for it is high, mass production of it will generally increase, also producing a decrease in its price.

Part C:

1. Testimonial - When an individual--sometimes a very well-known person--endorses a product through statements about the product.
2. Institutional advertisement - This kind of advertisement is not aimed at a specific product. A pleasant feeling is trying to be created toward a particular institution-business firm, industry - by mentioning positive assets about the institution.

3. Differentiation advertising - An advertisement used to emphasize "something special" about a product that makes it outstanding from products of its variety.
4. Demand - Changing a possible want into a need, creating the desire for a particular good or service. This is the object of advertising.

Post-Test Key

Part A:

1.	0	9.	+
2.	+	10.	+
3.	+	11.	0
4.	+	12.	+
5.	0	13.	+
6.	+	14.	+
7.	+	15.	+
8.	0		

Part B:

1. a) Testimonial
   b) The appeal is toward good looks by losing weight.
   c) "Does the person actually believe what he is saying?"

      "Does the person know what he is talking about?"
2. a) Differential
   b) To become young, and alive, and to enjoy life again by changing your hair color.
   c) The "naturalness" of the product.
3. a) Offers something that can be shared by both sexes.
   b) "Gas-trap-filter"--reduces the danger of cigarette smoking to personal health.
4. Security

POST-TEST

Purpose: The purpose of this test is to evaluate your understanding of the affect that advertising has on influencing consumer decisions; and to see if your knowledge in this particular area has improved since you took the Pre-Test.

Instructions:

1. Carefully read and follow the directions for each part.
2. When you have completed the test, take it to your teacher to check the results.
3. Discuss with her the progress you made by undertaking the activities in the HELP.

Body of the Test:

Part A: True and False: Place a plus (+) before the statement if it is true and a zero (0) before the statement if it is false..

_____1. The ultimate goal of advertising is to acquaint the consumer with new products that are on the market.

_____2. Advertising helps make mass production possible.

_____3. Advertising has educational benefits.

_____4. If it were not for advertising, newspapers and magazines would probably increase in cost.

_____5. The food industry ranks high in advertising expenditures as compared to tobacco and alcoholic beverages.

_____6. "Best soap I ever used" is an example of a testimonial.

_____7. The consumer actually controls the type of advertising by the type he responds to.

_____8. From the standpoint of sellers, advertising is primarily a medium of exchange.

_____9. One purpose of advertising from the selling standpoint is to develop familiarity and a favorable image of a particular good or service.

_____10. Creating the image of a "product of Distinction" is an aim of advertising for sellers.

_____11. Testimonial advertisements are not aimed at immediate sales.

_____12. The practice of having goods and services identifiable by trademarks, slogans and brand names is beneficial to shoppers.

_____13. In order to sell a product, advertisers must first get the attention of consumers.

_____14. The American people are consuming more goods rather than producing more goods.

_____15. Advertising is often criticized as being misleading.

Part B: Identification and Short Answer: Identify the following advertisements and answer the questions directed to each particular example.

1. a) What is the type of advertisement this represents?

   b) What attention-getting device is used?

   c) What two questions could you ask yourself to actually find out if this advertisement is valid?

2. a) What is the type of advertising this example represents?

   b) By what methods are your emotions played upon?

   c) What factors are introduced for a customer's preferring their product?

3. Pictures 3A and 3B are advertisements of two similar types of cigarettes.
   a) What technique is employed in advertisement A to make it seem unique?

   b) What points are played up in advertisement B to make that cigarette seem special?

4. What emotional factor is stressed in this advertisement?

THIS SECTION FOR STUDENT USE

Advertising Appeal

CONSUMER BUYING AS INFLUENCED BY ADVERTISING

LEARNING OBJECTIVES

Each one of us is constantly exposed to some form of advertising, whether we are actually aware of it or not. Billboards, radio, television, newspapers and magazines are just some of the methods of transmitting advertisements of goods and services to consumers. Some of the advertisements are subtle in effect and others are more straight-forward, and each individual, possessing his own set of wants, needs, and values, will respond to varying types of advertisements differently.

Advertisements can be amusing, informative, misleading, entertaining, descriptive, stimulating. Many are the varieties and diversified are the effects. But no matter what impact or impression advertising arouses in consumers, the ultimate goal of all advertising is the same--to sell goods and services.

To be an informed and wise buyer, the consumer should possess some knowledge of the functions and uses of advertising.

The lessons in this unit, therefore, are designed to help you become better informed on the functions and uses of advertising. At the completion of this HELP you should be able to successfully accomplish the following learning objectives:

Inclusive Objective: List those terms from the lesson that are new terms to you and define them with 100% accuracy.

A. State three functions of advertising for sellers and three functions of advertising for buyers with an evaluative statement assessing the strength and/or limitation of each function.

B. Given a selected sample of advertisements from magazines and newspapers, the student will identify the type of advertising represented and distinguish with 100% accuracy the advertising that is useful to the consumer in making wise choices from the advertising that appeals to his emotions.

C. From a list of facts about advertising, the student will select those that are helpful to the consumer in making wise use of advertising and state three reasons for his selections.

PRE-TEST

Purpose:

This test is designed to help you find out what you already know about the functions, use, and types of advertising to which consumers are exposed; and also to indicate how much of this HELP you should cover in order to reach the objectives of this Learning Package.

Directions:

1. Carefully read and follow the directions for each part.

2. When you have finished the test, get the key from your teacher and check your work, marking only those items that are correct. Place the number of correct answers at the top of the answer sheet.

3. Discuss the results with your teacher to decide what procedure you should follow, if you did not answer all the questions correctly.

Body of the Test:

Part A: From the list of advertising functions below place a "C" in the blank before the functions that benefit the consumer and place an "S" in the blank before the functions that benefit the seller. If an advertising function benefits both the consumer and the seller, place an "S" and a "C" in the blank before the function

_____ 1. Permits comparison of goods and services.

_____ 2. From the business that is available, receive a greater amount.

_____ 3. To educate individuals as to the brands of particular products.

_____ 4. Increase respect for a company.

_____ 5. To create the awareness of the products available and new products.

_____ 6. Essential to the existence of the present American economic system.

_____ 7. Change a want into a need, and, therefore, create a demand.

_____ 8. Having available information in order to be a wise discriminating shopper.

_____ 9. To establish a tradename or image by which a product can be identified.

_____10. Create dissatisfaction with old or present products.

Part B: Short Answer: Answer the following questions as correctly as you possibly can.

1. What is the major objective of advertising?

2. Name six of the most commonly advertised products.

a)
b)
c)
d)
e)
f)

3. Name the most important principle applied to developing a successful advertisement.

4. Does advertising increase the over all cost of goods and services? Explain your answer.

Part C: Define the following terms as completely as you can.

1. Testimonial -

2. Institutional advertisement -

3. Differentiation advertising -

4. Demand -

LESSON I

Component:

The functions of advertising for sellers and for consumers

Objective:

List those terms from the lesson that are new terms to you and define them with 100% accuracy.

State three functions of advertising for sellers and three functions of advertising for buyers with an evaluative statement assessing the strength and/or limitation of each function.

Instructions:

Materials needed: (obtain from your teacher)

16 mm projector

Assorted examples of advertisements from magazines and newspapers

1. You must do the first learning activity, but you may select any or all of the other activities, which you feel necessary to reach the objective.

2. Check your progress by taking the self-evaluation test at the end of the lesson.

3. When you have completed it, check your answers with the Test-Key in the back. If you can answer 8 of the questions on the self-evaluation, go on to Lesson II. If you are unable to do this, complete another learning activity in Lesson I and then take the self-evaluation again. If you can then answer 8 of the questions correctly, proceed to Lesson II.

Learning Activities:

1. Read: There are many functions of advertising for sellers and for consumers, and the wise buyer is aware of these functions.

   Advertising actually helps us to enjoy the type of economic level that exists in today's American society. If there is no demand for a good or service, a business will fail. It is only when sales are made that production increases and that jobs and wages increase. Advertising helps to change a want or a need of a consumer into a demand. The ultimate objective of all advertising, therefore, is to create a demand in order to sell goods and services.

Demand for products and services is stimulated in a variety of ways. The advertiser hopes to stimulate the desire for "improved and better" natural wants such as food, clothing, shelter, as well as to stimulate our emotional wants--the desire to be beautiful or masculine, to gain recognition, to do as everyone is doing, to be a unique individual, to experience love, to be comfortable and stylish, or to be envied.

In the early settlement days of our country there was no need for mass production and mass distribution because most products were produced at home. Today, however, in our complicated consuming society advertising is essential to communicate between sellers and buyers.

There are several primary and important functions of advertising as far as the seller is concerned:

1. To increase buyer demands by:
   a) Bringing out useful information to create acceptance of a new product.
   b) Increasing the use of familiar items.
   c) Creating acceptance of an item previously refused by certain groups of consumers.
2. To inform consumers on:
   a) The satisfaction to be gained by using a particular product or service.
   b) The use of goods and services.
   c) The advantages of using certain brandname or types of products.
3. To inform buyers about "new" products and changes in the old products.
4. To let those consumers know that goods are available, who wouldn't know without advertising.
5. To establish consumer preference for certain products or brands, so that comparative pricing of products can be made.
6. To increase distribution, creating lower cost items.
7. To create an "image or slogan" for items.
8. To develop admiration for a business corporation.
9. To obtain more business.
10. To cause more frequent use of one product over another product--sugar as compared to artificial sweetners.

Many critics feel that advertising is not necessary. Nevertheless, as with all ideas and items, there are positive and negative points to consider. The three major areas of criticism of advertising are that it causes discontent, brings about unwise decisions, and increases prices. A well-informed consumer need not be discontent if he is unable to afford high priced luxury items, for he may gain greater satisfaction in satisfying needs on a simpler basis. Advertising costs are often included in the over all price of a product, but as mass production and mass distribution increase through advertising, the cost of goods and services may actually decrease. Companies that advertise in

magazines and newspapers are actually helping to reduce the cost of the magazine or newspaper paid by consumers. It is approximated that the insurance industry spends the least on advertising and that the tobacco manufacturers rank first with the alcoholic beverage industry ranking second. Below is a list of the 15 most advertised products as determined by the editors of Consumer Economics.

Automobiles	Gasoline, oil
Foods, soft drinks	Rubber goods, tires
Soaps, drugs, cosmetics	Chemicals
Tobacco	Travel
Alcoholic beverages	Paper, plastic goods
Home equipment	Magazines, books
Clothing	Insurance
Industrial machinery	

There are several functions that advertising serves for consumers.

1. Our standard of living has actually been elevated by the educational benefits of advertising. The food industry is a prime example. Citrus fruits, for instance, were not purchased with any great frequency until their nutritional value was greatly emphasized.
2. Advertising acquaints buyers with new products and their uses.
3. Advertising can be used as a powerful tool to promote better living conditions--the preservation of natural resources being a good example.
4. Advertising has economic benefits for consumers also. Through demand and increased production many services and products are made available at reasonable prices.

1. View the film: Distributing America's Goods

2. a) From five magazines (Mad, Glamour, Cosmopolitan, Seventeen, Co-Ed) and any other magazines of your choice, make a list of all the titles and terms that appeal to human emotions and a list of titles and terms that appeal to natural wants.
   B) After compiling these two lists, analyze their value and functional usefulness to consumers.

3. Locate advertisements in newspapers and magazines that you read frequently that contain a) sex appeal b) luxury appeal c) health appeal d) beauty or masculinity appeal. Paste these advertisements on construction paper and briefly describe the manner in which the appeal is emphasized. With the consent of your teacher use these advertisements you found and their descriptions to make a bulletin board.

4. Interview the manager or owner of a local department store or grocery store, or other local business establishment that

advertises to obtain the following information:
a) Media used for advertising--radio, television, newspaper....
b) Manner used to arouse attention
c) The particular functions the advertising serves

Be sure to conduct your interview when the store is not busy. Introduce yourself and explain the nature of the assignment before beginning the interview.

Self-Evaluation Test:

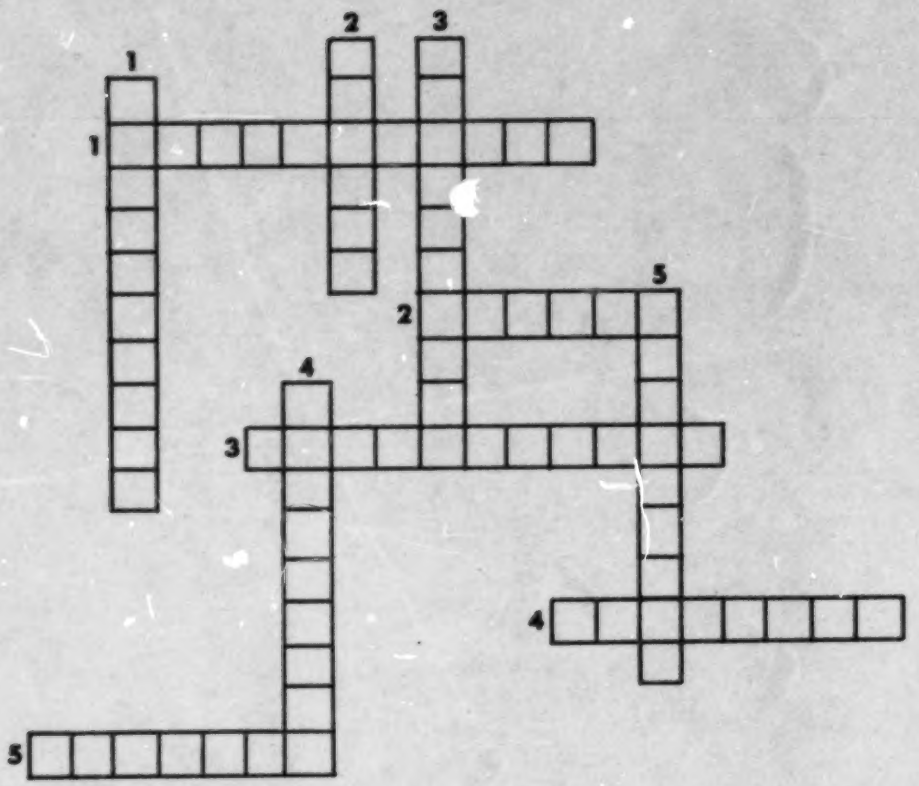
Directions: Complete the following crossword puzzle.

Down:

1. Criticism of advertising
2. An increase in the need of a product to be essential
3. Industry that is part of the list of high ranking advertisers
4. Type of economic society we now live in
5. Industry that spends the most for advertising

Across:

1. Benefit of advertising to consumers
2. Permits comparison of products by buyers
3. Increases the development of more and better products
4. What happens to consumer prices through mass production
5. Objective of advertising



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LESSON II

Component:
Kinds of advertising

Objective:
List those terms from the lesson that are new terms to you and define them with 100% accuracy.

Given a selected sample of advertisements from magazines and newspapers, the student will identify the type of advertising represented and distinguish with 100% accuracy the advertising that is useful to the consumer in making wise choices from the advertising that appeals to his emotions.

Instructions:
Materials needed: (obtain from your teacher)
Assorted examples of advertisements from magazines and newspapers

1. You must do the first learning activity, but you may select any or all of the other activities which you feel necessary to reach the objective.

2. Check your progress by taking the self-evaluation test at the end of the lesson.

3. When you have completed it, check your answers with the Test-Key in the back. If you can answer 8 of the questions on the self-evaluation, go on to Lesson III. If you are unable to do this, complete another learning activity in Lesson II and then take the self-evaluation again. If you can then answer 8 of the questions correctly, proceed to Lesson III.

Learning Activities:

1. Read: There are certain questions advertisers need to have answered when it comes to producing advertisements. The most important question centers on what actually will make people want to buy. Theee are several key points, therefore, advertisers use to get results.
   1. First of importance is that an advertisement must be attention-getting. Some of the devices used are: using beautiful girls, clever slogans, "cute" jingles and songs, phrases that rhyme, comedy in real life situations, techniques to arouse pleasant feelings.

2. The advertiser hopes to create pleasant feelings and associations toward his product. For example, an association is formed to link a certain brand of cigarette with the rugged, outdoor type of individual--as if smoking that brand makes the "rugged man".
3. In many products, such as groceries, the buyer aims for quality and value.
4. Some ads offer ways to economize and to persuade the consumer to act.
5. The desire to be popular and socially accepted is played up in many advertisements. There is the example of how a mouthwash cured bad breath and saved a love affair.
6. Advertisers try to create action by appealing to an immediate urge--"Write now!" "Go to your drug store tomorrow and ask for....."

These devices will be utilized generally in advertisements. However, there are a few special category types into which advertisements can be grouped.

Primary advertising--This type of advertising focuses attention on a class of a product rather than a particular brand. An example would be the National Dairy Council, stressing the importance of drinking milk.

Product differentiation or Selective advertising--A persuasive type of advertising to urge consumers to buy one brand or type over another similar product because of its different or unique features.

Institutional advertising--This type of advertising is aimed at building up pleasant associations or feelings toward a particular firm or industry by telling its benefits for employees or by telling about its established reputation, for example.

Testimonial--This is a type of advertising where an individual- often times very well-known- endorses a particular product. The individual makes a statement to give approval to a certain good or service. In order to make good use of a testimonial, a consumer should ask himself two questions:
Does the person actually believe in the product he is endorsing?
Does the person really have a valid idea of what he is talking about?

2. Listen to a radio commercial or observe a television comercial. Analyze the advertisement according to the following points:
   a) Type of appeal and to whom it is directed
   b) Use of attention-getting devices

c) Claims proposed for the good or service
d) Persuasiveness of the advertiser

3. Discuss with a female and male friend the advertisements that really appeal to your age group. What psychological approach do advertisers use to reach the teenage population?

4. Find at least one example from magazines and newspapers of the advertising types listed below. After locating your examples, compare the facts presented with the attention-getting devices used for each example.
   a) Product differentiation advertisement
   b) Testimonial
   c) Appeals to the urge to "buy immediately"
   d) Institutional advertisement
   e) Stresses economy appeal
   f) Appeals to the need for social acceptance
   g) Arouses the sense of fear

Self-Evaluation Test:

Directions: Below are listed headline statements found on several advertisements. In the blank before each statement place the correct word to match the type of advertisement to its written claim. Use the following three words for this exercise:

TESTIMONIAL DIFFERENTIAL INSTITUTIONAL

_____1. "Why did the Dave Brubecks, who could afford the world's most expensive dryer, want a Kenmore from Sears?"

_____2. "Hunt sauce makes Wednesday special."

_____3. "Easy-Off with 25% More Power Cleaner does a better job."

_____4. "Houses grow young gracefully with siding of Reynolds Aluminum."

_____5. "My children were ashamed of me, until I lost 76 pounds."

_____6. "A Thomas Organ is as easy to play as a-one, a-two, a-three", says Lawrence Welk.

_____7. "Turning the tide against pollution along the capricious Ohio River. This story is another example of how IBM, its people or products often play a part in tackling today's problems."

_____8. "Cyclamates. Consider the alternatives."

_____9. "New anti-perspirant Secret has more what a woman needs to stay dry and delicately feminine through the whole sad, happy, solemn, gay day."

_____10. "What's right with America--Foreigners are scornful of our ghettos. Yet tens of millions are being spent by businesses to rebuild slums with modern homes, and the median income for Negro families has risen to $5300. a year and the number earning $7000. has doubled in ten years."

LESSON III

Component:

Wise use of advertising

Objective:

List those terms from the lesson that are new terms to you and define them with 100% accuracy.

From a list of facts about advertising, the student will select those that are helpful to the consumer in making wise use of advertising and state three reasons for his selections.

Instructions:

Materials needed: (obtain from your teacher)

film strip projector
16 mm projector
Assorted examples of advertisements from magazines and newspapers

1. You must do the first learning activity, but you may select any or all of the other activities, which you feel necessary to reach the objective.

2. Check your progress by taking the self-evaluation test at the end of the lesson.

3. When you have completed it, check your answers with the Test-Key in the back. If you can answer 6 of the questions on the self-evaluation, go on to the Post-Test. If you are unable to do this, complete another learning activity in Lesson III and then take the self-evaluation again. If you can then answer 6 of the questions correctly, proceed to the Post-Test.

Learning Activities:

1. Read: Advertising can be extremely beneficial to consumers if they are able to make wise and efficient use of it. In order to utilize advertising to its fullest advantage, the buyer must be discriminating in regard to the appeals made. The consumer must be able to sort that information that is reliable and useful from that information that is unreliable. Since consumers are often so unconsciously influenced by advertising which has become so much a part of our modern world, it is becoming increasingly necessary to foster an immunity to advertisements which do not appeal to our better judgments.

In order to obtain accurate, reliable information from advertisements, buyers must be able to delineate actual, factual information from the emotional "sales pitch."

Consumers can actually help to control the advertising of the future. Research has shown that the type of advertising to which buyers respond is the type that is produced with the greatest frequency. Therefore, if a consumer wishes to have a hand in improving future advertising, he must check his indiscriminate buying practices.

There are several pointers that consumers can utilize in judging the quality and usefulness of advertisements.

1. Be alert to advertisements to discover what new goods and services are on the market. Advertisements in this manner are being used as a consumer information source.

2. In order to make wise decisions, be alert to those advertisements that gain attention through emotional appeal and those advertisements that present reliable information.

3. Look for information in advertisements that present product quality pointers.

4. Develop immunity toward absurd claims and statements inferred in advertisements.

5. If an advertisement is a "testimonial," evaluate it with great care.

6. Analyze advertisements to obtain important facts about use, care, and the standards of products. If information of this type is not available in the ad, request information from the retailer or the manufacturer or corporation.

2. View the film: Getting The Facts

3. View the following parts of two related film strips:
"The Role of Consumers--Part II-A--Consumers And The Pattern Of Production"

"The Role of Consumers--Part III-A--Difficulty of Becoming An Intelligent Consumer"

4. Choose several types of magazines (for example, Mad, Cosmopolitan, Seventeen, Newsweek, Better Homes And Gardens, Co-Ed, True Story, McCalls) and place the magazines in two categories--those you think are read by "indiscriminating readers and those you

think are read by discrete, well-informed readers. Analyze the advertisements in each grouping according to the claims made through emotional appeal and according to valid, factual information which is presented.

Through this activity you can actually access the type of advertising you are indirectly supporting by subscribing to one type of magazine over another. Have you developed an "immunity" to any particular type of advertisement yet?

7. View a television advertisement of your choice and analyze its content according to the six guidelines presented in activity 1.

Self-Evaluation Test:

Directions: True and False: Place a plus (+) in the blank before the statement if it is true and a zero (0) in the blank before the statement if it is false.

_____1. Advertising can influence consumer decisions unconsciously.

_____2. Most advertising "sales talk" is emotional in nature.

_____3. Manufacturers and retailers are good resources for product information not found in advertisements.

_____4. Testimonials are very reliable sources of information on goods and services.

_____5. Advertisements are reliable sources for learning what is new and improved in products.

_____6. In order to gain attention advertisements may be geared strongly on emotional qualities.

_____7. Advertisements have become a part of our modern society.

QUEST OPPORTUNITIES

If you are interested in further study of the influence advertising has on consumer decision making and buying practices, do one or more of the following suggested activities. If you wish to pursue an activity not listed here, check first with your teacher.

Suggested Quest Opportunities:

1. Find examples of what you consider to be false advertising in your local newspaper, magazines you frequently read, and advertising circulars distributed through the mail. What are your reasons for considering the examples you selected to be false advertising? Visit your local Better Business Bureau to find out what services it performs in the control of local advertising. Write a brief report on your findings.

2. Draw or write what you consider to be a "perfect example" of a valid, informative advertisement of a good or service of your choice. State what media would suit your example--radio, magazine, so forth. State reasons why your example represents a food, informative advertisement. What device have you utilized as an attention-getter? With the permission of your teacher, display your advertising example in your classroom.

3. Develop a pro and con position on the question that "Most Advertising has Informative, Educational, Social, and Economic Value and Aids in the Reduction of the Cost of Goods and Services." If you choose, meet with other students who have previously completed this HELP and arrange a debate on the above topic.

4. Select a particular product that you may some day wish to purchase--a range, hair dryer, stereo equipment, automobile, sewing machine, type writer. Locate at least four different advertisements, each a different brand of the same product.
   a) Analyze the reliable and useful information in each advertisement.
   b) What device or type of appeal is utilized in order to gain your attention and interest?
   c) Rate the quality of the advertisements on a 1 to 4 basis, judging by the following criteria: personal appeal, factual information, attractiveness.

5. Analyze your personal thoughts by thinking about the following questions:
   a) Is advertising personally beneficial to you as a consumer?

b) Do you consider advertising to be a cost to consumers or an inexpensive way of selling goods and services?

c) Disregarding the persuasive factors advertisements contain to purchase one product over another product, how extensively do you think advertising influences other attitudes and habits?

d) If suddenly all advertising would disappear, do you think you would be a better shopper? Why or why not?

SELF-EVALUATION KEY

LESSON I:

Down	Across
1. Discontent	1. Information
2. Demand	2. Brands
3. Automobile	3. Competition
4. Consuming	4. Decrease
5. Tobacco	5. Selling

LESSON II:

1. Testimonial	6. Testimonial
2. Differential	7. Institutional
3. Differential	8. Differential
4. Differential	9. Institutional
5. Testimonial	10. Institutional

LESSON III:

1. +
2. +
3. +
4. 0
5. +
6. +
7. +